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ABSTRACT

This paper on meeting the needs of students with disabilities who are learning English as a second language suggests integrating principles from the Teaching English to Speakers of Other Languages (TESOL) Standards and Data Based Instruction (DBI). The power of combining intentional language teaching with an action research process is illustrated by four case studies conducted by special education interns in a multicultural setting. The case studies apply these principles with a teenage male with emotional handicaps, a teenage female with learning disabilities, a teenage female with mild mental retardation, and a first grade girl with language delays, all of whom were bilingual Spanish/English students. The paper concludes that using TESOL Standards, sheltered English techniques, and other English as a Second Language strategies allowed students to be more successful communicators as well as to make progress toward achieving Individualized Education Program goals and objectives. (Contains 18 references.) (DB)

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ED 464 429

Meeting the Special Needs of Dual Language Learners with Disabilities*:

Integrating Data Based Instruction and the

Standards for Teaching English for Speakers of Other Languages*

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[*Authors' Note: The certified special educators (Karen Helm, Portia Soto, Cathy Graf, and Julia Anderson) who mentored the interns are gratefully acknowledged for their expertise and encouragement throughout implementation of the teaching/learning procedures for the dual language learners with disabilities in this report.]

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Abstract

The authors pose the question: How can teachers improve the learning outcomes of students with disabilities who are learning English as a Second Language? A brief review of the literature on dual language learners with disabilities suggests the possibilities of integrating principles from the Teaching English to Speakers of Other Languages (TESOL) Standards and data based instruction (DBI). The power of combining intentional language teaching with an action research process is illustrated by four case studies conducted by special education interns in a multicultural setting. The discussion highlights the impact of TESOL and DBI and offers implications for practitioners and researchers.

"No one who works with students learning a second language would deny that creating equal opportunities for our students does indeed create minor as well as major challenges" (Kirshner-Morris, 1995). Teachers working with students with special needs often echo this thought. Combining the two would seem to create an even greater challenge for teachers. The problem for the teaching community, then, would appear to be that of providing equal opportunity to students who are members of a population that requires some sort of special pedagogical approach if their needs are to be met. In this paper, the authors propose a solution to this problem: intentional language teaching with the TESOL Standards combined with Data Based Instruction, a clinical teaching approach used by special educators.

Haley (2000) suggests that teachers of culturally, linguistically diverse learners need to refocus the lens if they are to help their students be successful. Focusing on more than the content or living skills required in Individual Education Plans (IEP) by adding an *intentional* language component to lessons can provide the avenue teachers have been looking for to increase students' success. The idea of adding an intentional language component to lessons may seem daunting to teachers at first. However, when the ESL Standards for Pre-K-12 Students (TESOL, 1997) are used as a guideline to create a scaffold of language objectives, the task becomes more manageable. With the language component added to lessons as objectives in social studies, workplace skills, or mathematics, the teacher becomes an intentional language teacher who is also helping students demonstrate multiple standards.

What is an intentional language teacher? An intentional language teacher is not one who says, "I'm going to teach questioning techniques today." and then casually tells the students to ask questions. The intentional language teacher first will evaluate students' existing English language skills in order to determine appropriate objectives for language development that complement and extend the content for each lesson. Second, using the TESOL standards as a reference for specific English language skill development, the intentional language teacher's objective for a lesson on occupations may look something like this:

> In addition to demonstrating accurate content related to at least 10 facts about the occupation, the student will "generate and ask questions of outside experts" (TESOL, 1977, p 127).

The addition of the language objective addresses a necessary communication skill (interviewing) for both academic and future employment success, and is easily monitored for progress by the teacher. Through the act of infusing English language development objectives within the content lesson, the intentional language teacher creates an integrated approach that is a win-win combination for students and teachers alike. The students of all ages are motivated to learn English as a real means of interaction among people in authentic situations that provide tangible results. Teachers are able to monitor progress in multiple skills (Oxford, 2001).

Third, the intentional language teacher plans instruction using sheltered English techniques including modified language, demonstrations, visuals, graphic organizers, cooperative grouping and peer tutors (Crandall, 1994; Faltis, 1993; Walter, 1998).

Sheltering the instruction provides students a variety of sources of informational input that is comprehensible as well as opportunities for a variety of expressive language.

Some teaching/learning activities that helped the special education interns learn how to think about becoming intentional language teachers are shown in Table 1.

<Insert Table 1 About Here>

Demonstration lessons were modeled by the professors, with one professor taking the role of special educator and the other taking the role of ESL consultant. Other activities focused on learning about language development, specific strategies for scaffolding instruction, and techniques for modifying the teacher's language so as to elicit more elaborated expressive language (both BICS and CALP) from the children.

Collaborative Action Research and Data Based Instruction

Collaborative action research and data based instruction are historically separate educational self-reflective traditions. Both provide unique opportunities to enhance the educational system as well as the educational progress of students with disabilities and/or students struggling to maintain their native language at the same time as they develop their English language skills. Data-based instruction (DBI) has it's origins in special education and the 1960s and 70s when behavioral principles were first understood and employed to change student behavior for behavioral, educational, and social and emotional improvement (Lovitt, 2000). Action research came out of a somewhat later concern with the need for more wide-spread school improvement in order to promote the success of a broader range of students at risk of school failure. Common to both change approaches was the use of a "scientific" inquiry approach to addressing issues of

perceived immediate and critical importance. Sagor (1999), in his Guiding School Improvement with Action Research, defines action research as

> a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and refining his or her actions" (p. 3).

Sagor's definition could also aptly define data-based instruction (DBI). Teachers (i.e., the actors) who practice DBI deliberately collect relevant data about their students' performance with respect to an intervention or instructional approach in order to guide improvement in the teacher's (in the role of action researcher) and students' future practice. Students' success in school increases when their teachers use the recursive DBI and action research processes of questioning, acting, collecting and analyzing data, and taking informed action that become a habit of mind as well as a habit of daily professional life.

Intentional Language Teachers Use DBI to Monitor Progress

Data based instruction with TESOL Standards reflect the intentional language teacher's implementation of a carefully planned system of instruction for a selected learner that is sensitive to the developmental needs of learners of a second language. The purpose of using TESOL Standards is to ensure that comprehensive language instruction occurs on behalf of a student with a disability. The DBI process allows the intentional language teacher to a) provide documentation of the impact of instruction implemented for learner(s) with disabilities; b) evaluate the impact of using specific instructional organization and delivery systems, such as one-to-one tutorials and use of English as a Second Language and Specifically Designed Academic Instruction in English techniques

(Walter, 1998); c) perform ongoing monitoring of the academic performance of students with special needs; d) make appropriate data based decisions to modify instruction based on student performance; e) make connections between instruction, appropriate authentic assessment, and instructional objectives that include attention to learning English for second language learners.

Representative Case Studies

The following case studies were conducted by special education teacher education candidates as they completed a semester-long internship (15 weeks) under the supervision of mentor teachers who were certified K-12 special educators. Priscilla Romero worked with "Matt," a teenager male with emotional handicaps; Nancy Kane worked with "Ariadi," a teenage female with learning disabilities; Serena Comella worked with "Rose," a teenage female with mild mental retardation; and Glenn Bergquist worked with "Sue," a first grade girl with language delays. [Note: Pseudonyms are used to protect the anonymity of all learners.] All of the students were bilingual Spanish/English students. Two of the 4 special education teacher education candidates were also bilingual Spanish/English. The elementary and high schools in which the case studies were conducted were located in a school district in a metropolitan area of the southwest where 60-70% of the community were from families with bilingual Spanish/English speakers.

"Matt" Priscilla Romero (2000) worked with Matt, a fourteen year old freshman male with a learning disability who, because of his behavioral problems, attended a resource room for students with emotional handicaps. Matt was an ESL student whose Individual

Education Program (IEP) goals and objectives focused on improving written and oral English expression, reading comprehension, and appropriate classroom participation. Matt's IEP goals were directly related to TESOL Goal 3 (Standard 2) "To use English in socially and culturally appropriate ways, students will use nonverbal communication appropriate to audience, purpose and setting" (p. 145).

The lessons developed for Matt were designed to help Matt interact with others in his class who were having difficult grasping all of their spelling words. Techniques for sheltered content instruction (Faltis, 1993, Walter, 1998) that were built into the lessons included using the overhead to scribe the vocabulary words selected by the students as a Word Wall, checking frequently for understanding by calling on each person at least 3 times in a 15 minute session. The lessons were based on the Add-A-Spelling-Word tactic described by Lovitt (1995). In addition, Matt kept track of his own progress through self-recording the vocabulary words he had mastered. The monitoring system also made it possible to see when Matt used the vocabulary in other situations, as for example, during the development of a semantic web (Bos & Vaughn, 1998) for a book report. Matt's baseline spelling test scores ranged from 70% to 80% with an average of 75%. With the implementation of these SDAIE techniques and conscious implementation of intentional language learning, Matt's scores ranged from 90%-100% with an average of 95%. The combination of a) self-selecting vocabulary words, b) shorter instructional sessions, and c) self-monitoring of progress appeared to decrease Matt's inappropriate behaviors and to increase his use of English words.

"Ariadi" Nancy Kane (2000) worked in a career development class with Ariadi, an 18-year-old senior female with a learning disability. Ariadi was bilingual in Spanish and English whose IEP goals and objectives focused on direct instruction in pragmatic language, social problem solving, and the development of social insight. Ari's IEP goals were directly related to TESOL Goal 2 (Standard 1), "To use English to achieve academically in all content areas, students will use English to interact in the classroom" (p. 121). The descriptors for Ari's progress were to negotiate and manage interactions to accomplish a task within a small group with progress indicators such as a) asking a peer to confirm her understanding of directions to complete an assignment, b) modifying a statement made by a peer, and c) negotiating cooperative roles as she accomplished the assignments.

A series of four structured lessons were designed to help Ari practice her oral expression within a class discussion format. The lessons allowed all the students to cognitively rehearse and practice their skills and knowledge in preparation for taking a state examination to qualify as a food service worker. The content of the lessons was derived from "Sanitation techniques for the food service worker" (Maricopa County, undated). The goal for each student to be issued a food handler's certificate was one step in a systematic Youth Transition Program project to operate a business (i.e., a Starbucks franchise food cart on the high school campus) and to demonstrate the following Arizona Workplace Standards:

WP-P9 Infer or locate the meaning of unknown or technical vocabulary.

WP-P4 Demonstrate marketable occupational skills for an entry-level job based on career interests.

As a review technique, the teacher created a study guide using the Cloze technique (Lovitt, 1995, p. 57) in which the students, working independently, had to find the correct word or phrase to complete the sentence. This provided a guided opportunity to re-read the manual. Then, the students worked in small groups to generate key vocabulary and concepts related to the Food Handler's Manual. They turned the words into questions that were likely to be on the Food Handler's test. They printed the questions on 3x5 cards on one side, and on the other side, they printed the answers. The teacher used these cards to generate a Food Handler's Game Show wherein two teams of students competed to orally express the correct answers to the questions. The students had to collaborate and rehearse the answers with each other before stating their answer to the class.

Techniques for sheltered content instruction (Faltis, 1993; Walter, 1998) included demonstrations and modeling, interactive means of checking for understanding, organizing instruction around a theme, engaging students in active participation activities, and sensitive error correction. As an example of sensitive error correction, the teacher analyzed the errors that students made in the first pretest review of vocabulary words. She had the students make their own word cards to take home and place in conspicuous places so as to study frequently. She interviewed Ari to ask how Ari approached the task of a "Cloze" test question. The teacher then used prompts to guide her through a systematic process of crossing out the used vocabulary words and comparing the sentence to the sentence in the manual.

The monitoring technique to keep track of Ari's progress, and her classmates' progress was percentages correct on pre and post tests for each lesson. The final assessment was the Arizona health department test for receipt of a food handlers' card.

100% of the class passed the state food handler's test, an occasion for great celebration! An unexpected outcome of this series of lessons was that Ari encouraged the members of her family to study for and take the test. The teacher had successfully obtained a copy of the manual in Spanish. Ari was asked in what language she would prefer to take the food handler's test. She decided to take it in Spanish, even though she had completed all in-class discussions and written work successfully in English.

"Rose" Serena Comella (2000) worked with Rose, a fifteen year old female sophomore with mild mental retardation who had developmental delays in receptive and expressive language skills in both English and Spanish, as noted on her IEP. The short term instructional objectives for this data based instruction project focused on initiating conversations, making friends, recognizing positive and negative peer pressure, and recognizing her own feelings and emotions as well as other people's feelings and emotions. Rose's IEP goals were directly related to TESOL Goal 1 (Standard 1), "To use English to communicate in social settings, the student will use English to participate in social interactions" (p.109). The descriptors for Rose's use of English included expressing needs, feelings and ideas including progress indicators such as a) asking a peer for opinions, preferences, and desires and b) volunteering information about self and family.

A series of four structured lessons were designed to help Rose use her expressive and receptive English language skills to participate in group discussions (Starting a conversation, How to make friends, Positive and negative peer pressure, Feelings and emotions). A direct instruction guided lecture process (Gersten, Woodward, & Darch,

1986) was used along with pre-tests and post tests for each lesson to document the mastery of the following Arizona Workplace Skills (ADE, 2000):

> WP-P3—communicate a clear message and respond to feedback as needed.
>
> WP-P4—uses verbal and nonverbal communication with appropriate style and tone for audience and occasion in conversation, discussion and/or group presentations

Techniques for sheltered content instruction (Faltis, 1993; Walter, 1998) that were built into the lessons included sensitive error correction (accepting all answers in English), setting up opportunities for students to listen to English, frequent active participation in using English (asking students to take turns reading and responding to interview questions), modeling (posting model answers on the overhead for students to see), allowing ample wait time after asking questions, examples and non-examples, and checking for understanding.

According to the pre and post test results, the lessons appeared to assist Rose in initiating conversations, making friends, recognizing positive and negative peer pressure and recognizing her own feelings and emotions as well as those of others. Rose's increased use of English was observed not only in her in-class participation in class discussion and small group activities but in her written expression on the materials handed out in class. For example, she was able to take notes from an overhead (showing content mastery and only making mistakes in capitalization). In addition, an unexpected outcome was that Rose was observed to ask her peers for help and to volunteer to participate for role-play scenarios (two things not observed prior to the lessons).

"Sue" Bergquist (2001) worked with Sue, a young second grade girl identified with a language disability. She spoke English in class with no difficulty though at the time of enrolling in school, the primary language in the household was Spanish. Sue was shy during initial contacts with the intern during tutorials. As she gained proficiency for shapes, letter and number recognition and reading sight words, she became more outgoing. Sue showed she preferred to receive instruction through multisensory methods. She responded best when she could hear, see, and work hands on, for example she enjoyed practicing her spelling words by writing them in shaving cream. She shared, "I remember best when I can see it and move it. I like to use the plastic letters to spell my words." Through observation, Sue was noticed to follow along as the teacher read aloud from a large book whenever Sue herself had a smaller copy of the book.

A series of four structured lessons were designed to help Sue use her expressive and receptive English language skills. An example of one lesson that Bergquist developed for Sue was adapting the "Old Woman Who Lived in A Shoe" as a form of jazz chant (modeled after Beckett & Nevin, 2001, lesson on using Jazz Chants) for encouraging oral language expression in English. Upon completion of this lesson, Sue then spontaneously generalized the rhyming pattern when doing another story with her classroom teacher during a whole class activity.

<Insert Table -- Lesson Plan-- About Here>

Techniques for sheltered content instruction (Faltis, 1993, Walter, 1998) that were built into the lessons included using wait time to allow Sue to think of what she would say, accepting all attempts to express herself in English, asking her to use pictures and

"Sue" Sue was a young second grade girl identified with a language disability. She spoke English in class with no difficulty though at the time of enrolling in school, the primary language in the household was Spanish. Bergquist (2001) reported that Sue was shy during initial during tutorials. As she gained proficiency for shapes, letter and number recognition and reading sight words, she became more outgoing. Sue showed she preferred to receive instruction through multisensory methods. She responded best when she could hear, see, and work hands on, for example she enjoyed practicing her spelling words by writing them in shaving cream. She shared, "I remember best when I can see it and move it. I like to use the plastic letters to spell my words." Through observation, Sue was noticed to follow along as the teacher read aloud from a large book whenever Sue herself had a smaller copy of the book.

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<Insert Table -- Lesson Plan-- About Here>

Techniques for sheltered content instruction (Faltis, 1993, Walter, 1998) that were built into the lessons included using wait time to allow Sue to think of what she would say, accepting all attempts to express herself in English, asking her to use pictures and

drawings to explain herself, and linking her new vocabulary and spelling words to relevant experiences in her home.

Sue's IEP goals were directly related to TESOL Goal 1 (Standard 3), "To use English to communicate in social settings, the student will use learning strategies to extend their communicative competence" (p. 39). The following performance indicators were built into the system to monitor Sue's progress were to practice new language and to use context to construct meaning. Sue recited poems or songs aloud or to herself (especially at home, as communicated by her family during parent-teacher conference); practice recently learned language by teaching a peer (again, especially at home when Sue read what she had learned to her younger siblings); and exploring alternate ways of saying things (for example, drawing a picture to show what she understood about a story).

Discussion

In Table 3, the authors summarize the four case studies described above and compare the TESOL Standards and DBI processes used for the individual students.

<Insert Table 3 About Here>

Using TESOL Standards, sheltered English techniques, and other ESL strategies allowed the students to be more successful communicators as well as to make progress towards achieving their IEP goals and objectives. The TESOL standards provided the structure to augment the cognitive content and the DBI approach provided the guidance needed to promote academic success for students' with disabilities and limited English proficiency. These results will hopefully encourage others to combine intentional language teaching along with data based instruction so as to improve the learning outcomes of dual language learners with disabilities.

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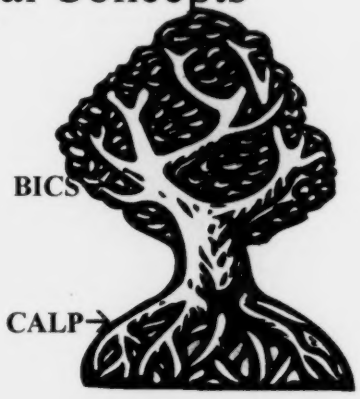
Table 1: Examples of Teacher Education Discussion Topics and Resources for Sheltered English

Discussion Topic #1	**ESL/Sheltered English Survival/Thrival Concepts** • **BICS (Basic Interpersonal Communication Skills)** are most visible, acquired within 2 years, allow *conversational fluency* • **CALP (Cognitive Academic Language Proficiency)** are least visible, deeper level of language acquired between 5-7 years, allow *academic proficiency*  Excerpted by Dr. Ann Nevin for SPE 324, from Walter, T. (1996). Amazing English! NY: Addison-Wesley
Discussion Topic #2	**Sheltered English: Techniques for "Comprehensible Input"** • Use visuals, realia, manipulatives, other concrete materials • Use gestures, facial expressions, body language (Total Physical Response) • Modify your speech—use short less complex sentences, use natural pauses • Contextualize (refer to real events in child's life) • Repeat, rephrase, paraphrase key concepts • Be careful of idioms and slang • Encourage participation and interaction • **Have students model, role play, demonstrate** • LISTEN! Ask what they know and what they want to know Excerpted by Dr. Ann Nevin for SPE 324, from Walter, T. (1996). Amazing English! NY: Addison-Wesley

Discussion Topic #3

Sheltered English: Techniques to Develop BICS & CALP

- **Metacognitive**
- Use Advance Organizers & KWL charts
- Use imagery & Schema, Venn Diagrams, Flow charts
- Guided Note Taking
- Frequent Summarization
- Ask, "How will I use this information or skill?"
- Keep a dictionary handy!

- **Social/Affective**
- Work with someone with 'just a little more proficiency than yours' for modeling
- Use self-talk, self-reinforcement, rehearse what to say
- Ask questions!
- "Think Alone-Pair with a Classmate-Share what you know

Excerpted by Dr. Ann Nevin for SPE 324, from Walter, T. (1996) Amazing English! NY Addison-Wesley

Resources

Sheltered English Lesson Plans

Carol Beckett & Ann Nevin (2001). There's A House In The Yard: Jazz Chant (Integrating Listening, Speaking, Reading and Writing Standards) Available Online: http://www.west.asu.edu/icaxn/SDAIEbeckettlesson.html Note: This lesson plan was demonstrated in class, followed by a structured evaluation by Dr. Beckett, the ESL consultant, of the sheltered English techniques used by Dr. Nevin, the special educator modeling the lesson.

Glenn Bergquist (2001). There Was An Old Woman Who Lived In a Shoe: Jazz Chant for a First Grade ELL Girl with Language Delay. Available Online: http://www.west.asu.edu/icaxn/bergquist.html This lesson was designed and implemented in the internship classroom.

Table 2

Lesson Plan Developed by Glenn Bergquist for a Young English Language Learner with a Learning Disability Fall 2001 [ASU West, College of Education, Special Education Program]

Lesson Topic/Title:	There Was an Old Woman.
Learning Objectives:	3 Skill areas in English (Listening, Speaking, Writing) AZ Language Arts Standards 2,3, and 4
Content Obligatory:	Vocabulary and Grammar
Content Supportive:	Phonics What are poems?
Introduce Lesson:	Practice predictable language Teach specific forms of grammar Easy reading for beginning English learners
Explore: *Planned Sheltered English*	Teach the poem (Teacher Says One Line, Student Says One Line, etc.) Coax and encourage student expressive language Link vocabulary and language to personal experience [Ask questions such as, "Where does the old woman live? Where do you live? Where do I live?" Use wait time to allow time for crafting responses and speaking.] Integrate culture of the listener Reward all attempts to use English language expression
Extend: *Planned Sheltered English*	Draw picture of house Tell 3 things about house Coax and encourage student expressive language Sensitive error correction Positive feedback
Assess: *Planned Sheltered English*	Teacher monitoring of students affective filter (CALP and BICS) Wait time
References:	Arizona Department of Education. (2001). Arizona Standards for Language Arts, Mathematics, Science, Social Studies, and Workplace. [Retrieved from the World Wide Web 8/2/01. http://ade.state.az.us/standards/contentstandards.asp] Any Source for Mother Goose Rhymes Walter, T. (1998). Amazing English: How to handbook. NY: Addison Wesley. Visit the There Was an Old Woman Who Lived in a Shoe Float at this URL http://www.circusparade.com/wagons/w_oldwmn.htm The Old Woman Who Lived in a Shoe activities at this URL http://www.alphabet-soup.net/goose/oldwoman.html

Table 3:
TESOL Standards and DBI Processes Applied in the Case Studies of Dual Language Learners with Disabilities

Student	Type of Disability	TESOL Standards	DBI Techniques
Matt* 14-year-old freshman male, English as a Second Language learner	Learning disability with emotional outbursts	TESOL Goal 3 (Standard 2) "To use English in socially and culturally appropriate ways, students will nonverbal communication appropriate to audience, purpose and setting" (p. 145	Add-A-Spelling Word Tactic (Lovitt, 1995) Percent Correct to monitor progress
Ariadi* 18-year-old senior female bilingual Spanish/English	Learning disability (visual-spatial perceptual difficulty, auditory memory deficits, social perception, and knowledge and use of words)	TESOL Goal 2 (Standard 1), "To use English to achieve academically in all content areas, students will use English to interact in the classroom" (p. 121).	Cloze procedure (Lovitt, 1995) Error analysis to revise and monitor and adjust instruction Percent correct to monitor progress
Rose* 15-year-old sophomore female bilingual Spanish/English	Mild mental retardation, developmental delays in receptive and expressive language for both Spanish and English	TESOL Goal 1 (Standard 1), "To use English to communicate in social settings, the student will use English to participate in social interactions" (p.109)	Direct Instruction (Gersten et al, 1986) Pre-Post Tests to monitor progress
Sue * 2nd grade female bilingual Spanish/English	Language delays, Developmental delays in Expressive language for both Spanish and English	TESOL Goal 1 (Standard 3), "To use English to communicate in social settings, the student will use learning strategies to extend their communicative competence." :	Specifically Designed Academic Instruction in English, Sheltered English techniques, Scaffolding, Use of pictures, rhymes, and familiar stories (such as "Old Woman in the Shoe")

*Pseudonym is used to protect confidentiality and anonymity of the student.

Arizona State Federation of the Council for Exceptional Children

Program Description

Session: Friday, February 8, 2002: 2:45-4:00 PM

Title

Meeting the Special Needs of Dual Language Learners with Disabilities

Presenters

Carol Beckett and Ann Nevin, ASU West

Abstract

How can teachers improve the learning outcomes of students with disabilities who are learning English as a Second Language? What are the possibilities of integrating principles from the Teaching English to Speakers of Other Languages (TESOL) Standards and data based instruction (DBI)? Four case studies conducted by special education interns with K-12 dual language learners with disabilities in multicultural settings shows the power of combining intentional language teaching with an action research process.